

# Unit Planning Guide: Grade 7 Unit 8 of 8

Unit Title: Inquiring Minds Want to Know!	Pacing (Duration of Unit):5 weeks (36-40)
Grade: 7	Buffer Day(s):3-5

## Desired Results

### Transfer Goals

*Students will be able to independently use their learning to:*

- **Understand the power of words and images to transform lives and provide insight into the experiences of others and understanding of cultures and historical periods.**
- Read and comprehend a range of increasingly complex texts and media written for various audiences and purposes
- Generate open ended questions and seek answers through critical analysis of text, media, interviews, and/or observations.
- **Communicate ideas effectively in writing to suit a particular audience and purpose**
- **Communicate ideas effectively in discourse and oral presentations to suit various audiences and purposes**
- **Expand their vocabulary and knowledge of English conventions in order to learn and convey precise understandings of concepts**
- **Develop the habit of reading for enjoyment**

### Established Goals (2011 MA Curriculum Frameworks Standards Incorporating the Common Core State Standards)

**W.7.7. Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.**

W.7.6. Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

### WiDA Standards (ELL)

**WIDA for English Language Learners**  
Standard 1: ELLs **communicate** for **Social** and **Instructional** purposes within the school setting  
Standard 2: ELLs **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**

In the lesson planning stage, teachers will need to differentiate lessons for ELLs. In order to accomplish this they will need: 1.) this curriculum map, 2.)

<p><b>SL.7.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 7 Language standards 1 and 3 on page 65 for specific expectations.)</b></p> <p>L.7.1b. Choose among simple, compound, complex and compound-complex sentences to signal differing relationships among ideas.</p> <p><b>RL.7.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p> <p><b>RI.7.10. By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6-8 text complexity band independently and proficiently.</b></p>	<p>a list of their ELLs and their proficiency levels, and 3.) appropriate language function expectations and scaffolds or supports.</p> <p>To be completed in collaboration with the ELL Department</p>
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Meaning (*Mostly assessed through Performance Tasks/Assessments)	
<p><b>Big Ideas:</b></p> <p>You can use the internet to find answers! Often times one question leads to more questions!</p> <p><b>Academic vocabulary</b></p>	<p><b>Essential Questions:</b></p> <p>How can I get my questions answered accurately and completely? How can I present my findings to others?</p>
Acquisition (*Mostly assessed through traditional summative assessments)	

**Knowledge:** Key basic concepts, facts, and key terms (written in phrases) students should be able to recall independently.

*Students will know ...*

The difference between simple, compound, complex, and compound complex sentences

Technology can be used to research, cite, and publish

That sources need to be cited

That there is a standard format (MLA) for citations

That plagiarism is academically dishonest (that's a no-no)

**Skills:** The discrete skills and process students should be able to use independently (Bloom's Level of Learning should be noted in parentheses.)

*Students will be skilled at:*

- Drawing on several sources to conduct short research projects. (Students will have access to 3-4 teacher-selected resources.)
- Generating focused questions for further research and investigation.
- Using technology to produce and publish writing
- Writing for a range of discipline-specific tasks, purposes, and audiences.
- Adapting speech to context and task
- Reading and comprehending literature (fiction and non-fiction) in the 6-8 text complexity band proficiently